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ABSTRACT

This junior high teaching unit on professional sports is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities that enable students to look at the requirements for entering an athletic career, at the opportunities for employment in professional sports, and at the career expectations of professional athletes. (For junior high units on other careers see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

PROFESSIONAL SPORTS

Community and Personal Services Career Cluster

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

PROFESSIONAL SPORTS

Community and Personal Services Career Cluster

RATIONALE

The professional athlete in the United States is the object of intense admiration. Because television, newspapers, magazines and radio give concentrated coverage to athletic events, students are intensely interested in professional athletics. Through this unit, students will look closely at the requirements for entering an athletic career, at the opportunities for employment in professional sports, and at the career expectations of professional athletes. They will also become familiar with related jobs in the field of professional athletics.

GOALS

Through this unit, students will:

-Become aware of career opportunities in professional athletics.

-Gain an appreciation for the necessity of teamwork among players.

-Learn about the equipment and uniforms needed in sports events.

-See the relationship between educational skills and professional sports.

-Gain a better understanding of the rules and scoring for professional sports.

-Become aware of the highly selective nature and brief duration of careers in professional athletics.

PERFORMANCE OBJECTIVES

Upon completion of this unit, students will be able to:

-Describe the lifestyle of a professional athlete.

-State an opinion about the demand for professional athletes and the duration of careers in professional sports.

-List equipment and important terminology for specific sports.

-Relate school skills to skills used on the job.

-Describe the role of the spectator.

-Correctly use the terminology of several different sports.

-State an opinion describing the advantages and disadvantages of careers in professional sports.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Film: Habit of Winning

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films: MP 1158 Good Sportsmanship
MP 1641 Silent Stadium

COMMUNITY RESOURCES

Art Williams; National League Umpire (First Black Umpire in the National Leagues); 832-0362. (Bakersfield)
Bakersfield College: Contact P.E. Department to arrange observation at a practice in a sport in which you are interested; 395-4288.
Bakersfield Bears: Sam Lynn Ball Park.

Bakersfield Aggies: 872-3414.

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

PROFESSIONAL SPORTS

Community and Personal Services Career Cluster

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

Take the written pretest (see page 11) to find out how much you already know about careers in professional sports.

2. SUPERSTARS

Many of us have dreamed at one time or another of becoming outstanding professional athletes. How many sports can you name which people are paid to play, that is, play as professionals? List these sports with members of your class or with a small group of other students, then compare your list with the one included in this unit.

Choose a professional athlete you would like to know more about. Try to include as many professional sports as possible through the choices of various members of your class or group. Use your school or local library, sports books, magazines, newspapers, team yearbooks and other sources to find out all you can about this athlete. The worksheet "Closeup of an Athlete" will help you. When you have found out all you can about this person, report to the rest of your class.

3. HABIT OF WINNING

"Winning is not the most important thing," Vince Lombardi once said. "It's the only thing." Professional athletes are loved and admired as long as they win. The Green Bay Packers, under Coach Vince Lombardi, won consistently. Watch the film "Habit of Winning" to learn about these men, their philosophy of professional athletics and business. Are these men still "winners" in their new careers? According to the film, what qualities are important for professional athletes in addition to being "good at sports"? How important is winning to the professional athlete? How important is it to <u>you</u>? Discuss these ideas in a small group or with the members of your class.

Sportsmanship: Watch the films "Good Sportsmanship" and "Silent Stadium" and discuss the merits of being a gracious winner and a good loser.

4. ACCOUNTABILITY

A player must be accountable not only to his/her employer and coaches, but also to his/her team and to his/her fans. He/she has a responsibility to develop a good public image.

Look through the newspapers and sports magazines for articles about a sport's figure who is in the news because of his public image, or because of reasons other than what he/she does in their work. Research this sport's figure's case and write a report on how you think this might affect the player's relationship with the fans and his teammates.

5. ON THE DOTTED LINE

Contracts for professional athletes are frequently in the news. A contract is a written agreement between a player and the team's owners. It states the responsibilities of both parties: salary, fringe benefits, number of years a player is committed to play for that team, and other financial considerations. When signed by both parties and a witness, it is a legally binding document; in other words, to break a contract is to break the law. Use the contract sheet in this unit to agree with your teacher about the activities you will complete in your study of Careers in Professional Sports.

Find what can happen when the legal contract is broken by:

a. The Player.

b. The Management.

Prepare a report.

<u>YOUR CHOICE</u>:

6. HOW TO . . .

Choose a sport which is not taught in your school and explain that sport for members of your class. Wear and bring as much of the equipment necessary for playing that sport as you can, and create a diagram which illustrates the playing area or court. Teach the class at least three important terms in that sport. Which personal skills are most important for success in this sport?

When possible divide the class into teams and give the sport a try. Prior to this, a film explaining and/or actually illustrating the sport may be helpful.

7. WOMENSPORTS

Although professional athletics have long been almost entirely a man's field, women are now receiving a share of the money and publicity; a new magazine, Womensports, devotes itself entirely to this area.

a. Write an article about an outstanding female athlete in your school or area,

OR

b. Creat a drawing about women's athletics which might be suitable for the cover of a magazine such as Womensports,

OR

c. Do you feel that there should be coed physical education classes in your school? Please tell why you feel this way in a class discussion or by writing your opinions on this topic.

OR

d. What effect do you think coed physical education classes would have on the development of girls' athletic skills? Do you feel they would generally improve, deteriorate (get worse), stay about the same? Please tell why you feel this way in a class discussion or by writing your opinions on this topic.

LIST OF PROFESSIONAL SPORTS FOR USE IN ACTIVITY 2.

Baseball
Basketball
Ice Hockey
Tennis
Football
Surfing
Swimming
Softball
Golf
Rodeo
Bowling
Track
Boxing
Soccer
Skiing
Volleyball

CAREERS IN PROFESSIONAL SPORTS: CONTRACT

This contract when signed represents an official document stating your efforts to pursue individual study in the field of professional sports.

Choose at least three activities contained in the unit. Write the numbers and names below.

☐ _____

_____

☐ _____

_____

☐ _____

_____

I will complete these activities by the _____ day of _____, 197___.

Signed:

_____ Teacher

_____ Student

_____ Witness

This contract has been satisfactorily fulfilled.

Signed:

_____ Teacher

_____ Date

CLOSEUP OF AN ATHLETE

NAME: _____ AGE: _____

SPORT: _____

Expected salary or earnings this year: _____

OR (if not available)

Salary or earnings last year: _____

Number of years as a professional athlete: _____

At what age can an athlete in this sport expect to retire? _____

What education has this person had? _____

Is he/she continuing education now, in the off season? _____

Has he/she ever had injuries which limited his/her participation? _____

What interests or hobbies does this person have? _____

_____

_____

What are his/her career plans when the professional sport career is over?

_____

_____

_____

8. A SPEAKER

With your teacher's help invite a professional athlete to visit your class. Ask him/her:

What person in your early experience had the greatest positive influence in your decision to enter professional athletics?

What personal qualities have been most important in helping you achieve success in professional athletics?

What school subjects have been important in your success in this career?

What is your lifestyle during the sports season? (How much time on the road, schedule on playing days, etc.)

What are your career plans after your playing days as a professional athlete are over?

Would you recommend to young people that they aim for a career in professional sports?

9. THE DRAFT

This is the particular method which professional sports teams use to choose players who meet their particular needs. On the basis of reports from scouts who watch players in college and semiprofessional teams, the management of various teams in a sport takes turns choosing players. Many more players would like to be drafted than are chosen. Some who are not chosen go to a team's training camp and ask to try out. These players have a more difficult time "making the team." Participate in the simulation of a player draft. The directions are on the "Player Draft" worksheet.

After you have completed the "Player Draft" simulation, discuss: Who was not chosen? Why? Can you think of a better way to choose players for a professional team?

PLAYER DRAFT

1. Fifteen people may play--three owners, twelve players
2. Cut the worksheet into squares; each player draws a square.
3. Owners choose players according to team needs identified on their squares. Players display their squares.
4. Last place owner drafts first in each round, then middle, then first.
5. Draft is over after three rounds.

OWNER First place team Needs: Halfback Quarterback Right End	OWNER Middle place team Needs: Quarterback Center Guard	OWNER Last place team Needs: Punter Right End Center
PLAYER Ability - 1 Halfback	PLAYER Ability - 2 Center	PLAYER Ability - 3 Punter
PLAYER Ability - 4 Quarterback	PLAYER Ability - 5 Guard	PLAYER Ability - 6 Right End
PLAYER Ability - 7 Right End	PLAYER Ability - 8 Center	PLAYER Ability - 9 Tackle
PLAYER Ability - 10 Quarterback	PLAYER Ability - 11 Fullback	PLAYER Ability - 12 Quarterback

PRETEST AND POST TEST

1. Name six types of professional sports.

   a. _____ b. _____

   c. _____ d. _____

   e. _____ f. _____

2. List five people who do not participate in the actual play, yet are necessary to professional sports.

   a. _____ b. _____

   c. _____ d. _____

   e. _____

3. Choose a sport and list the physical skills necessary to participate successfully in that sport.

   _____

   _____

4. In what way might school subjects such as mathematics, reading, or P.E. help a person who wants to participate in sports?

   _____

   _____

   _____

5. What is the difference between professional and amateur sports?

   _____

   _____

6. What personal qualities are important for success as a professional athlete?

   _____

   _____

   _____

   _____